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STATE NORMAL SCHOOL,

WESTFIELD, MASS.

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CATALOGUE AND CIRCULAR.

*FOR YEAR ENDING JUNE 22, 1888.*

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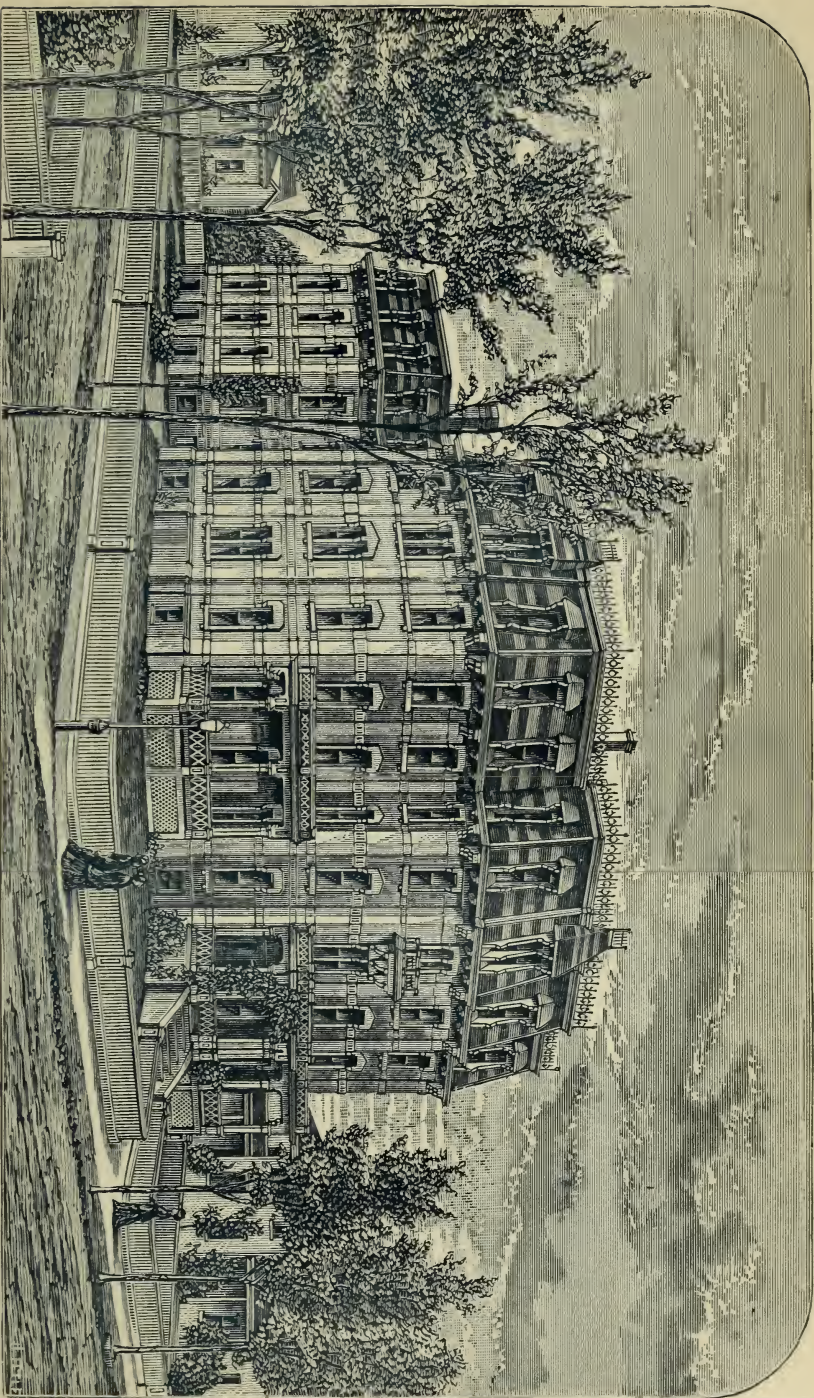






STATE NORMAL SCHOOL, WESTFIELD, MASS.





NORMAL HALL, WESTFIELD, MASS.



# STATE NORMAL SCHOOL,

WESTFIELD, MASS.

## CATALOGUE AND CIRCULAR.

*FOR YEAR ENDING JUNE 22, 1888.*

BOSTON :

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1888.





# STATE BOARD OF EDUCATION.

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ESTABLISHED IN 1837.

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A. P. STONE, LL.D., . . . . . <i>Springfield,</i> . . . .	May 25, 1895.
MISS ABBY W. MAY, . . . . . <i>Boston,</i> . . . .	May 25, 1896.

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ALGEBRA, BOTANY.

# STUDENTS.

## ADVANCED COURSE.

### LADIES.

NAMES	RESIDENCES.
Ashley, Ida C., . . . . .	Westfield
Carmichael, Mary, . . . . .	Springfield
Crichton, Mary I., . . . . .	Whitinsville
Horrigan, Mary A., . . . . .	Westfield
Morgan, Pearl E., . . . . .	Chester Center
Perrault, M. Agnes, . . . . .	Indian Orchard

### GENTLEMEN.

McAllister, Thomas K, . . . . .	Whitinsville
Smith, Arthur W., . . . . .	Westfield

## PERSONS NOT IN THE REGULAR ADVANCED COURSE, BUT PURSUING ONE STUDY OR MORE OF THAT COURSE.

### LADIES.

Batchelder, Mildred I., . . . . .	Chicopee Falls
Campbell, Marion A., . . . . .	Ware
Braley, Cora M., . . . . .	Springfield
Brakenridge, Annie M., . . . . .	No. Grosvenor Dale, Conn.
Chase, Lillie, . . . . .	Florence
Clark, Emma L., . . . . .	Springfield
Curtis, Eleanor M., . . . . .	W. Hatfield
Curtis, Helen I., . . . . .	Springfield
Curtis, Lanie E., . . . . .	Talcottville, Conn.
Dexter, Ninetta W., . . . . .	Talcottville, Conn.
Farrar, Ida F., . . . . .	Springfield

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NAMES.	RESIDENCES.
Fisk, Hattie V., . . . . .	Springfield
Fiske, Etta P., . . . . .	Greenfield
Fitzpatrick, Clara L., . . . . .	Holyoke
Flansburg, Mabel J., . . . . .	. Dalton
Foster, Dellie P., . . . . .	Royalston
Fuller, Florence, . . . . .	Westfield
Glennon, Anna E., . . . . .	. Dalton
Goodrich, Louise M., . . . . .	Stockbridge
Herrick, Lizzie J., . . . . .	Westfield
Hubbard, Mary L., . . . . .	Fitchburg
Jackson, Natalie J., . . . . .	Westfield
Johnson, Jennie D., . . . . .	Granville
Kelley, Agnes C., . . . . .	Holyoke
Kellogg, Julia E., . . . . .	. Williamstown
Littlefield, Minnie L., . . . . .	Chicopee
Peck, Lena H., . . . . .	Lynchburg, Va.
Rhoades, Ella L., . . . . .	. Mill River
Russell, F. Miriam, . . . . .	Chicopee Falls
Smith, Rosa L., . . . . .	Buckland
Sackett, Clara B.,* . . . . .	Westfield
Stone, Weltha H., . . . . .	Pownal, Vt.

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## GENTLEMEN.

Dunbar, Charles H., . . . . .	Pittsfield
Emerson, Edward C., . . . . .	Hanover, N. H.

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\* Post graduate.



## GRADUATES.

## WINTER TERM.

NAMES.	RESIDENCES.
X Ballou, Satie E., . . . . .	Holyoke
Bridgman, Mira B., . . . . .	Florence
Chase, Lillie, . . . . .	Florence
Parsons, Jennie C., . . . . .	Agawam
Sanford, A. Lulu, . . . . .	Westfield
Scolley, Emma G., . . . . .	Holyoke

## SUMMER TERM.

Boehm, Elizabeth M., . . . . .	Fitchburg
Clapp, Susie M., . . . . .	Westhampton
Collopy, Alice G., . . . . .	Holyoke
Cooper, Jessie M., . . . . .	Stockbridge
Couch, Emma L., . . . . .	Hampton, Va.
Donahue, Nora A., . . . . .	Springfield
Elwell, Hattie M., . . . . .	Springfield
Fiske, Etta P., . . . . .	Greenfield
Foster, Dellie P., . . . . .	Royalston
Gladwin, Isabelle W., . . . . .	Westfield
Goodrich, Louise M., . . . . .	Stockbridge
Hubbard, Mary L., . . . . .	Fitchburg
Kelley, Agnes C., . . . . .	Holyoke
Lloyd, Louise E., . . . . .	Florence
Lyons, Nellie E., . . . . .	Holyoke
Rhoades, Ella L., . . . . .	Mill River
Russell, F. Miriam, . . . . .	Chicopee Falls
Smith, Rosa L., . . . . .	Buckland
Sprague, Effie G., . . . . .	Westfield
Wilcox, Effie M., . . . . .	Springfield

## SENIOR CLASS.

Austin, Elizabeth M., . . . . .	Westfield
Beede, Ida M., . . . . .	Westfield
Brakenridge, Annie M., . . . . .	No. Grosvenor Dale, Conn.
Carey, Mary L., . . . . .	New Braintree

NAMES.	RESIDENCES.
Curtis, Helen I., . . . . .	Springfield
Dewey, Emma A., . . . . .	Great Barrington
Fisk, Hattie V., . . . . .	Springfield
Fitzpatrick, Clara L., . . . . .	Holyoke
Glennon, Catherine F., . . . . .	Dalton
Howard, Bridget A., . . . . .	Springfield
Johnson, Hattie F., . . . . .	Ware
Johnson, Jennie D., . . . . .	Granville
Jones, Alice M., . . . . .	Westfield
Judd, Ellen M. . . . .	Southwick
Ludden, Anna F., . . . . .	Springfield
McSheehy, Mary E., . . . . .	Whitinsville
Merrell, Jessie E., . . . . .	Nepaug, Conn.
Packard, Myrtle C., . . . . .	Florence
Pattison, Caroline F., . . . . .	Simsbury, Conn.
Sutcliffe, Catherine G., . . . . .	Boston
Taft, Ida A., . . . . .	Whitinsville
Walsh, Mary G., . . . . .	Springfield

## MIDDLE CLASS.

Alvord, Ida J., . . . . .	Talcottville, Conn.
Bacon, Alice L., . . . . .	Greenfield
Batchelder, Mildred I., . . . . .	Chicopee Falls
Bates, Grace A., . . . . .	Rye, N. Y.
Braley, Cora M., . . . . .	Springfield
Bryant, O. Bertha, . . . . .	Weston, Vt.
Burt, Minnie D., . . . . .	Springfield
Chilson, Josephine A., . . . . .	Wales
Clark, Alice M., . . . . .	Ludlow
Clark, Emma L., . . . . .	Springfield
Connor, Mary E., . . . . .	Florence
Cook, Augusta E., . . . . .	Southfield
Corrigan, Margaret I., . . . . .	Holyoke
Curtis, Eleanor M., . . . . .	W. Hatfield
Curtis, Lanie E., . . . . .	Talcottville, Conn.
Dexter, Ninetta W., . . . . .	Talcottville, Conn.
Eastman, Caroline, . . . . .	Lebanon, N. H.
Farrar, Ida F., . . . . .	Springfield
Gallup, Josie K., . . . . .	Sprague, Conn.
Grout, Hattie A., . . . . .	Westfield
Hall, Jennie E., . . . . .	Blandford
Hayden, Grace E., . . . . .	Springfield
Herrick, Lizzie J., . . . . .	Westfield
Holt, Ella M., . . . . .	Stafford Springs, Conn.

NAMES.	RESIDENCES.
Hussey, Mary E., . . . . .	Holyoke
Kelly, Lillian E., . . . . .	Holyoke
Maleady, Sarah F., . . . . .	Stockbridge
Meador, Effie M., . . . . .	Lynn
Miller, Mabel R., . . . . .	Westfield
Mixer, Stella N., . . . . .	Westfield
Morris, Linda B., . . . . .	Ellington, Conn.
Mulcahy, Nellie T., . . . . .	Springfield
Nash, Florence I., . . . . .	Ludlow
Orcutt, Jennie E., . . . . .	Willington, Conn.
Pease, Annie A., . . . . .	W. Springfield
Pelham, Alice G., . . . . .	Springfield
Prindle, Jenny J., . . . . .	Williamstown
Shea, Mary A., . . . . .	Turner's Falls.
Shepard, Frances E., . . . . .	Blandford
Stone, Weltha H., . . . . .	Pownal, Vt
Stowell, Marion L., . . . . .	Hinsdale
Wolcott, Gertrude L., . . . . .	Amherst
Worthington, Minnie H., . . . . .	Westfield

## JUNIOR CLASS.

### LADIES.

Alling, Ella J., . . . . .	Westfield
Atchinson, Ida M., . . . . .	Ludlow
Atkins, Margaret E., . . . . .	Westfield
Atkins, Mary H., . . . . .	South Amherst
Bates, Annie T., . . . . .	Westfield
Burt, Susie A., . . . . .	Westhampton
Cahill, Anna M., . . . . .	Leeds
Case, Ella A., . . . . .	Windsor, Conn.
Campbell, Marion A., . . . . .	Ware
Chaffin, Florence A., . . . . .	Dorchester
Chapin, Lillian A., . . . . .	Westfield
Clifford, Ellen A., . . . . .	Granville Corners
Fay, Florence P., . . . . .	Chicopee Falls
Fuller, Florence, . . . . .	Westfield
Gibbons, Jennie M., . . . . .	Westfield
Gibbs, Lillie A., . . . . .	Westfield
Glennon, Anna E., . . . . .	Dalton
Hayward, Sadie E., . . . . .	Chicopee Falls
Howe, Helen O., . . . . .	Chicopee Falls
Humphreyville, Katy A., . . . . .	Lanesboro'
Ives, Sarah L., . . . . .	Meriden, Conn.

NAMES.	RESIDENCES.
Jackson, Natalie J., . . . . .	Westfield
Kellogg, Julia E., . . . . .	Williamstown
Kelsey, Helena W., . . . . .	Madison, Conn.
Littlefield, Minnie L., . . . . .	Chicopee
Markham, Hattie M., . . . . .	Chicopee Falls
Marks, Amelia, . . . . .	Westfield
Merrifield, Grace E., . . . . .	Westfield
Palmer, Ellen C., . . . . .	East Granville
Rickards, Grace E., . . . . .	Blackington
Reynolds, C. Mabel, . . . . .	Indian Orchard
Ruggles, Carrie C., . . . . .	Hardwick
Severy, Mary B., . . . . .	Blandford
Smith, Mary G., . . . . .	Springfield
Snow, Emma F., . . . . .	North Eastham
Tait, Maggie B., . . . . .	Chicopee
Taylor, Nellie, . . . . .	Chicopee Falls
Washburn, Louise A., . . . . .	Lyme, N. H.
Weaver, Ida A., . . . . .	Mt. Washington
Williams, Julia, . . . . .	Alford

## GENTLEMEN.

Cowles, Andrew E., . . . . .	Westfield
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## SPECIAL PUPILS.

## LADIES.

Carpenter, Mary J., . . . . .	W. Brattleboro', Vt.
Flansburg, Mabel J., . . . . .	Dalton
Hull, Lillian O., . . . . .	Westfield
King, Edith S., . . . . .	W. Suffield, Conn.
Lay, Emma F.,* . . . . .	Thompsonville, Conn.
Peck, Lena H., . . . . .	Lynchburg, Va.
Ring, Flora J., . . . . .	Huntington
Sackett, Clara B.,* . . . . .	Westfield
Woolworth, Ella D., . . . . .	Westfield

## GENTLEMEN.

Dunbar, Charles H., . . . . .	Pittsfield
Emerson, Edward C., . . . . .	Hanover, N. H.
Lamson, Howard D., . . . . .	Mt. Washington

\* Post graduates.



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SUMMARY.

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Advanced course, . . . . .	8
One study or more of advanced course, . . . . .	34
Graduates, . . . . .	26
Senior Class, . . . . .	22
Middle Class, . . . . .	43
Junior Class, . . . . .	41
Special Pupils, . . . . .	12
Names repeated, . . . . .	34
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Total, . . . . .	152

## WESTFIELD NORMAL SCHOOL.

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This institution was established by the Commonwealth of Massachusetts in September, 1839. With a single exception it is the oldest normal school in America. Three thousand four hundred and sixty-five have been admitted to the school. Since 1855, the date of the first formal graduations, one thousand one hundred and seventy-five have received diplomas upon the completion of the prescribed course of study.

### CONDITIONS OF MEMBERSHIP.

Applicants for admission to the school must be at least sixteen years of age (if males, seventeen); must present a certificate of good moral character; must pledge themselves to complete the course, if possible, and afterwards to teach in the public schools of Massachusetts;\* and must pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, English grammar and the history of the United States. Higher attainments and a more mature age than those prescribed render the training of the school much more profitable.

### AIMS AND METHODS OF STUDY AND TRAINING.

The ends to be secured by a course of study and practice in this school are a knowledge of the principles and methods of teaching, skill in the art of teaching, and the general development of the mental powers.

All the studies are conducted upon the topical plan, and with special reference to the best ways of teaching them. From the first, the pupils frequently occupy the place of teacher of their classmates and are subjected to their criticisms as well as to those of their regular teachers.

### THE DESIGN OF THE SCHOOL AND COURSES OF STUDY.

The Board of Education, by a vote passed May 6, 1880, stated the design and the courses of study for the State Normal Schools, as follows: —

“The *design* of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

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\* Persons intending to teach in other States, or in private schools, are admitted on payment of fifteen dollars a term for tuition.

"To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and, *third*, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week."

## STUDIES.

### TWO YEARS' COURSE.

Arithmetic, algebra, geometry, book-keeping.

Physics, astronomy, chemistry, physiology, botany, zoölogy, mineralogy, geology, geography.

Language, reading, orthography, etymology, grammar, rhetoric, literature, composition.

Penmanship, drawing, vocal music, gymnastics.

Psychology, science and art of education, school organization and history of education.

Civil polity of Massachusetts and of the United States, history, school laws of Massachusetts.

### FOUR YEARS' COURSE.

In addition to the studies named above, the four years' course includes advanced algebra and geometry, trigonometry and surveying.

Advanced chemistry, physics and botany.

Drawing, English literature, general history.

Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

This course is intended to give pupils that broad culture indispensable to the highest success in schools of any grade, but especially to fit them for service as teachers in High Schools. The studies are so arranged that graduates from the shorter course may complete the four years' course in two additional years, or, if unable to remain so long in the school, they may profitably take one or two terms' work in addition to the two years' course.

*Graduates from this course are in special demand for the best positions.*

## TOPICS OF THE TWO YEARS' COURSE.

### FIRST TERM.

*Arithmetic.*—Notation, addition, subtraction, multiplication, and division of integral numbers, common fractional numbers, decimals, and compound denominate numbers, practical work.

*Geometry.*—First three books of Wentworth's Geometry, or their equivalent. Pupils do not use text-books. They are required to work out and teach most of the definitions, theorems, and constructions of the course.

*Physiology.* — General outline of subject; anatomy, physiology and hygiene of digestive organs, including classification of food-stuffs, and methods of preparing food; anatomy, physiology, and hygiene of circulatory and respiratory organs; animal heat,—its nature, source, distribution, regulation, etc.; clothing,—use, qualities desirable in, qualities of common materials, how to dress hygienically, etc. Anatomy is taught from anatomical preparations of organs of the human body; and physiology, as far as possible, by observing organs of other animals in action.

*Physics.* — Physical properties of matter; definition and enumeration of forces; effects of gravitation, including pressures of liquids and gases, with consequences and applications; electricity, special attention being given to elementary phenomena and to practical applications; machines or means of applying force. In this subject everything is taught experimentally, pupils being required, as far as possible, to perform all important experiments for themselves.

*Zoölogy.\** — General characteristics of animals; chief groups of animals, with methods of determining relative rank; special study of mammals and birds, etc. The school has an excellent "working cabinet," which is in daily use in classes.

*Vocal Music.* — Rhythmics, melodies, dynamics, sight-singing, methods.

*Composition.* — Capitals, punctuation, letter-writing, business-forms, language-lessons.

*Drawing.* — Study and analysis of solids; clay modelling; plane figures, straight and curved lines; free-hand drawing on blackboard and paper from object, dictation, and memory; elementary designs; color.

## SECOND TERM.

*Arithmetic.* — Metric system taught by apparatus; percentage, and its application in commission, taxes, interest, banking, etc.; extraction of roots, with applications; mensuration; examples and problems in all subjects taught, to apply knowledge. Pupils are encouraged to seek information at the post-office, at lawyers' offices, banks, stores, and the teachers' desk, and thus to become familiar with the practical applications of arithmetic in the affairs of every-day life.

*Grammar.* — Outline of subject; parts of expressions taught and named; words studied with reference to classification, properties, and construction; parsing and analysis of sentences.

*Geography.* — Scientific study of the form, size, and motions of the earth; configuration and relief of the land-masses; atmospheric and oceanic movements; climate; plant and animal life, and especially man, including distribution of races, and all conditions affecting this distribution; religion, government, and whatever affects the civilization of the races.

*Algebra.* — Usual topics preceding quadratics.

*Botany.\** — Study of specimens in class-room and in field for knowledge of structure, habits, etc.; bases of classification; analysis of plants with artificial keys.

*Drawing.* — Work of first term continued; geometrical drawing; working drawings; surface developments (objects constructed); freehand perspective; botanical

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\* For those who enter in the fall.

analysis; historical ornament; design. Drawing is *required* for only one year, but many continue the study for an additional term or two. For those who do this, the subjects are: model and cast drawing in outline; shading in crayon and charcoal (stump); applied design; details of human figure from the flat and casts.

*Composition.* — Paragraphing: compositions on subjects assigned; criticism in class and by class; spelling.

### THIRD TERM.

*Geography* (six weeks). — Philosophic study of topics taken up in second term.

*Rhetoric.* — Study of figurative language and qualities of style, with practical applications, followed by several weeks of composition writing and criticism; study of the mind and its qualities, such as wit, humor, etc., the sensibilities, especially taste (under this, literary taste, sources of pleasure, and how to cultivate such a taste).

*English Literature.* — History of language; study of the life and style of the following authors, and of selections from their works: Wicliffe, Chaucer, Cranmer, Spencer, Bacon, Shakespeare, Milton, Johnson, Whittier, Hawthorne, Lowell, Longfellow; reading (in addition) of "Idyls of the King," "Ivanhoe," "Henry VIII.," "Merchant of Venice," "Julius Cæsar," one book of "Paradise Lost," Macaulay's "Essays on Johnson," "Snowbound," "Among the Hills," "Vision of Sir Launfal," "Commemoration Ode," "The Old Manse," "Evangeline," "Courtship of Miles Standish." There are some variations from term to term.

*United States History.* — Periods of discoveries; explorations; settlements and colonies, with the included wars; Revolution; Constitution; Civil War and events following; collateral reading.

*Mineralogy.\** — Study of all common minerals, rocks, and ores, for qualities and uses.

### FOURTH TERM.

*Astronomy.* — Methods of describing position of heavenly bodies; refraction, parallax, and precession; classification of heavenly bodies; particular study of earth, sun, and moon; tides; eclipses; geography of celestial sphere.

*Reading.* — Vocal culture; sight-reading; study of pieces; methods.

*Chemistry.* — Chemical physics; inorganic chemistry, with laboratory practice by each pupil.

*Theory and Art of Teaching.* — Including psychology in its relation to principles and methods of teaching; school organization and government; school laws of Massachusetts; several weeks of purely professional work in common English branches, with practice in teaching in public schools; civil polity.

*Geology.\** — Study of agencies now at work modifying the structure of the earth; historical geology; special study of local features.

*Drawing.* — Blackboard practice in elementary work for primary school, illustrating reading, language, geography, botany, zoölogy, etc. Color (theory and practice).

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\* For those who enter in the fall.



## TOPICS OF THE FOUR YEARS' COURSE.

SAME AS THOSE FOR THE TWO YEARS' COURSE, WITH THE FOLLOWING ADDITIONS:

GEOMETRY. — Plane Geometry completed. The method is the same as for the two years' course.

ALGEBRA. — Pupils have constant drill in the application of the principles, and are taught how to teach the following topics to classes in the upper grades of school: Involution, evolution, radicals and radical equations, imaginary quantities, quadratics, simple indeterminate equations, inequalities, ratio, proportion, progressive series, binomial theorem, logarithms and logarithmic tables

ENGLISH LITERATURE. — Pupils will select one of the following courses: —

COURSE I. — *Chaucer* — Prologue to the "Canterbury Tales," "The Knight's Tale." — *Shakespeare* — "Hamlet," or "Macbeth," "As You Like It," "Lear," "Midsummer Night's Dream," Twelve Sonnets. — *Milton* — "L'Allegro," "Il Penseroso," "Comus," "Lycidas," "Paradise Lost" (Books I. and II.), "Samson Agonistes."

COURSE II. — *Shakespeare* — "Hamlet," "As You Like It," Twelve Sonnets, Life. — *Milton* — "L'Allegro," "Il Penseroso," "Paradise Lost" (Book I.), Six Sonnets, Life. — *Scott* — "Waverley," "Marmion" — *Eliot* — "Romola." — *Tennyson* — "Idyls of the King," Songs in the "Princess" — *Thackeray* — "Henry Esmond."

COURSE III., XIXth Century. — *Scott* — "Heart of Midlothian." — *Thackeray* — "Henry Esmond." — *Wordsworth* — "Intimations of Immortality." — *Tennyson* — "Idyls of the King." — *Eliot* — "Romola." — *Byron* — "Prisoner of Chillon." — *Bulwer* — "Last Days of Pompeii." — *Carlisle* — Essay on Burns. — *Mrs. Browning* — Sonnets, Short Poems. — *Froude* — Extracts from History of England. — *Macaulay* — Selected Essays.

DRAWING. — Models in outline; models in crayon or charcoal (stump); casts in charcoal; botanical analysis and applied design; foliage from nature; historical ornament; color; perspective (parallel and angular); machine drawing; building construction.

PHYSICS. — Light, heat, sound, electricity and magnetism, with practical applications.

CHEMISTRY. — Qualitative analysis of liquids and solids; chemical theories; preparation of chemicals and apparatus.

BOTANY. — Structure, composition, growth, functions and classification of plants; preparation of specimens, etc.

PHYSIOLOGY. — Continuation of elementary course; muscular and nervous systems; special senses, etc.

ZOOLOGY. — Continuation of elementary course; "economic" study of animals; dissections; classification.

LATIN. — Elementary work; translation of "Caesar," "Cicero" and "Virgil"; sight translation; colloquia; scanning and prosody; study of customs, men, times

and style; writing Latin (the more important rules of construction being developed inductively); methods. Pupils are required to teach in the elementary work.

FRENCH. — First year: Sauveur's "Petites Causeries;" Smith's "French Principia;" Sauveur's "Contes Merveilleux;" Conversations based on "La vie de Napoléon."

Second year: Otto's French Grammar; Sand's "Petite Fadette;" "Tableaux de la Révolution Française;" Fables de La Fontaine; Conversations based on "Contes Merveilleux."

GERMAN. — First year: Whitney's German by Practice; Worman's Elementary German Grammar; Schiller's "Wilhelm Tell"

Second Year: Conversations based on Andersen's "Bilderbuch ohne Bilder;" Otto's German Grammar; Goethe's "Hermann und Dorothea;" Goethe's "Ausgewählte Prosa" (Hart's edition).

*General History.* — Ancient Greece and Rome, with reference to modern institutions. Institutions and modes of life of the Middle Ages, with reference to the evolution of our political and other institutions. Modern History, including the development of the nationalities of Western Europe and constitutional liberty.

## EXAMINATIONS AND GRADUATIONS.

### *Entrance Examinations on the First Day of each Term.*

Examinations, both oral and written, are made each term in every study, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order. Only those pupils who have satisfactorily passed all the examinations in the prescribed course of study receive the diploma of the institution.

## EMPLOYMENT OF GRADUATES, ETC.

The demand for graduates of this school is steadily and rapidly increasing. During the past two years it has been greater than the supply. A noteworthy fact concerning this demand is the large increase in calls for teachers for positions of high grade. Great encouragement is thus given to the best graduates of high schools, desiring to teach, to take a course of professional training as the shortest as well as in every respect the best way to eminence in the profession.

## LIBRARIES, APPARATUS, ETC.

Pupils have free access to valuable libraries of works for general reference and reading. Excellent apparatus is provided for the illustration of the more important principles in the natural sciences. Large and growing cabinets of mineral, geological, and zoölogical specimens are constantly used in teaching natural history.

The chemical laboratory furnishes opportunity for the inductive study of chemistry. In this, under competent supervision, students may perform for themselves the more important experiments and thus acquire skill in manipulation and a confidence obtainable in no other way.

The Art Room is well fitted up, affording excellent facilities for training in the various departments of drawing. A large number of examples of casts, models, and flat copies furnish a constant study of art to the members of the school.

### DISCIPLINE.

Pupils are treated with confidence, and, as far as may be, the government of the school is left in their hands. But nothing less than regular attendance, good behavior, and hearty allegiance to all the interests of the school is accepted as a condition of membership. The work of the school cannot be acceptably done by those who do not make it their only occupation during their connection with the school.

Parents are earnestly advised not to encourage *any* absence from the school except in vacations.

### EXPENSES, AID, ETC.

Tuition is free to those complying with the condition of teaching in the public schools of Massachusetts, wherever they may have resided previously. A small fee (\$2) is paid by each pupil at the beginning of each term for incidental expenses.

Text-books required are furnished from the School Library without charge.

For cost of board, see under "Normal Hall."

To aid those students in the school who find it difficult to meet the expenses of the course pecuniary aid is furnished by the State in sums varying according to the distance of their homes from Westfield, though never exceeding \$1.50 per week. This aid is not furnished for the first term of attendance; and those who fail (through their own fault) to complete the course or to teach in the public schools of Massachusetts are required to refund whatever they may have received.

### NORMAL HALL.

Mrs. M. J. GERMAINE, *Matron*.      GEORGE E. SQUIRE, *Steward*.

The State has erected and furnished for the school a very pleasant and commodious boarding-hall which is accurately represented in the accompanying cut. The hall is under the charge of the Principal. Most of the teachers board with the students, and no pains will be spared to make the hall a *home* for the pupils.

Pupils from abroad are required to board in this hall, except as they may board with *relatives* or work for their board in private families.

A pleasant reading-room is provided for the daily use of the students. This room is provided with daily papers, the leading magazines, and a variety of other publications, scientific, educational, religious, and general. Generous contributions of money and books by teachers and pupils have enabled us to provide a small library of choice works for general reading and for reference.

The price of board is \$75 per term of twenty weeks, \$80 for gentlemen. \$40 must be paid in advance by each student at the beginning of the term, and \$35 at the middle of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced. *The price of board includes the expense of light, heat, and washing.*

The rates given above are for those who have room-mates, and whose attendance is not less than ten weeks. Those who desire to room alone can generally be accommodated at an additional charge of 50 cents per week. Those who, for any reason, during any half term, are members of the school for less than half a term are charged \$4 per week. Visitors can have good accommodations at \$1 per day or \$5 per week; dinner, 35c.; supper or breakfast, 25c.; lodging, 50c. Former members of the school will be allowed a discount of 10 per cent. from prices charged other visitors.

Each boarder is required to bring bedding, towels, napkins, a napkin ring, and two clothes-bags. Each pupil will want, ordinarily, four pillow-cases, three sheets, and two blankets, or their equivalent. *All articles sent to the laundry should be distinctly marked with the owner's name.* INITIALS WILL NOT ANSWER.

## GENERAL REMARKS.

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The Normal School is always open to the public. Parents and guardians of its pupils are especially invited to visit the school often and learn by personal inspection what it attempts to do for its members.

A cordial invitation is extended to teachers and school committees to visit the school at their convenience. They will be welcomed for a day, a week, or a month.

For catalogues, or for further information, apply to the Principal at Westfield.

WESTFIELD, MASS., June, 1888.

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## CALENDAR FOR 1888-1889.


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FALL TERM BEGINS . . . . . TUESDAY, AUG. 29, 1888.  
RECESS, THANKSGIVING WEEK.

FALL TERM CLOSES . . . . . TUESDAY, JAN. 15, 1889.  
VACATION, THREE WEEKS.

SPRING TERM BEGINS . . . . . TUESDAY, FEB. 5, 1889.  
RECESS, APRIL 13-22.

SPRING TERM CLOSES . . . . . TUESDAY, JUNE 25, 1889.

 No School Mondays. *Saturday sessions from 8.30 to 1. Sessions other days both morning and afternoon.*



# QUESTIONS

USED AT ENTRANCE EXAMINATION, SEPT. 13, 1887.

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[QUESTIONS FURNISHED BY STATE BOARD OF EDUCATION.]

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## ARITHMETIC.

1. What application can be made of the greatest common divisor? Of the least common multiple? Give examples.

2-3. Make a bill and receipt it against Wm. Rice for 30 dozen pencils at \$2.50 a gross,  $7\frac{1}{2}$  quires of paper at \$2.40 a ream, and 600 envelopes at \$0.90 a thousand.

4-5. If a 6-cent loaf weighs 4 ounces when flour is \$7.50 a barrel, what should a 10-cent loaf weigh when flour is \$5 a barrel?

Explain.

6. In the reduction of common fractions to decimals, why do you annex zeros and divide by the denominator?

7-8. A note dated May 5, given for \$300 on 90 days, was discounted at a bank, July 16, at 6%. What did the holder of the note receive? What did the giver of the note pay?

9-10. How many bushels, each 1.25 cubic feet, in a bin 18.75 feet square and 3.2 feet deep?

11-12. Add together 432 ten millionths, 63 thousandths, 25 hundredths, 6 tenths and 26 ten thousandths, and divide the sum by 381,518 hundred millionths.

13-14. A man lost  $\frac{1}{3}$ ,  $\frac{1}{7}$  and  $\frac{2}{5}$  of his money and then had \$2,600 left. What sum had he originally? What per cent. of his money did he lose?

15-16. What sum of money put on interest at 5% per annum will yield \$500 income semi-annually?

17-18. I made an excavation of 350 cubic yards of earth for a trench, the length of which was 168 feet and the depth and width of which were equal. Find the width and depth in feet.

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## GEOGRAPHY.

1. State the proofs that the earth is round.
2. What causes day and night and the change of seasons?
3. Define Equator, Meridian, Latitude, Longitude.
4. Name the continents in the order of their extent of surface, beginning with the largest.
5. Give a general description of the surface of North America.
6. What are the causes of the climate of a country?
7. Describe the Gulf Stream and name the countries affected by it.
8. Describe the climate of the United States.
9. What systems of rivers are found in the United States?
10. What are the chief occupations of the people?
11. In what parts of the United States are agriculture and grazing the principal occupations?
12. In what parts mining? In what lumbering? Fishing? Commerce?
13. Name the largest city in Europe. In the United States. In Massachusetts.
14. Give the boundary of Massachusetts, and the latitude of Boston.

15. Where are to be found the highest mountain, the longest river, and the largest city in the State?

16. Draw an outline map of Massachusetts.

17-18. Name the races of men, and their countries.

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## GRAMMAR.

1. Define English Grammar.

2. Define sentence. Name the parts every sentence must contain, and give an example of a simple declarative sentence.

3-4. Name the properties of nouns. What is case? Number? How is the plural number of nouns regularly formed?

5-6. Name the properties of verbs, the kinds of verbs, and show by example and definition what is a regular verb.

7-9. Write a sentence containing "that," used as a relative pronoun, a conjunction, and an adjective.

10-13. Parse words in italics: "*I seem but a child gathering pebbles from the shore, while the great ocean of Truth lies undiscovered before me.*"

14-16. Correct the following: (a) Each one of us should perform manfully our part in the drama of life.

(b) Who should I trust if not he who I have lived with for years?

(c) Let each esteem others better than themselves.

17. Change the simple sentence, "No one doubts the roundness of the earth," 1st, to a complex sentence, 2d, to a compound sentence.

18. State briefly for what purpose you desire to attend a Normal School.

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## HISTORY.

1. Who first discovered and explored the continent of North America?

2. Where and in what year was the first permanent settlement in America made?

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3. What territory has been added to the United States by annexation? By purchase?
  4. Who were the Puritans?
  5. Name some of the remote causes of the American Revolutionary War. Name some of the immediate causes.
  - 6-7. Give an account of the battle of Bunker Hill.
  - 8-9. State the important events of Washington's administration.
  10. What were the causes of the war of 1812?
  - 11-12. In what country was the free public school system first established, and in what sense is it a free system?







